

DOCUMENT RESUME

ED 213 170

EC 141 121

AUTHOR Hahn, Susan, Comp.
TITLE Listening and Auditory Perception: The Receptive Skills. Instructor's Manual. Project: Least Restrictive Environment. MCC Inservice Training for Regular Classroom Teachers. Year II, 1979-1980.
INSTITUTION Manchester Community Coll., Conn.
SPONS AGENCY Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.
PUB DATE Oct 79
GRANT G007801058
NOTE 19p.; Print is poor in parts.
EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS *Auditory Perception; *Disabilities; Elementary Secondary Education; Hearing Impairments; Inservice Teacher Education; *Listening Comprehension; *Listening Skills; Mainstreaming; Receptive Language

ABSTRACT

The instructor's manual is designed for a 2 hour inservice training workshop on improving listening and auditory perception skills in mainstreamed special needs students. Listening is considered in terms of stages, influential factors, and the effects of language disorders. Auditory perception deficits are noted and suggestions for dealing with those problems (such as not presenting too many tasks at once) are given. Hearing problems are similarly addressed. Final points are made about testing and an idea of individual listening activities is offered. (CL)

 * Reproductions supplied by EDRS are the best that can be made *
 * from the original document. *

ED213170

Manchester Community College In-Service Training Project

Year II 1979-1980

**PROJECT: LEAST RESTRICTIVE ENVIRONMENT:
MCC INSERVICE TRAINING FOR REGULAR CLASSROOM TEACHERS**

LISTENING AND AUDITORY PERCEPTION: THE RECEPTIVE SKILLS

INSTRUCTOR'S MANUAL

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION
CENTER (ERIC)

☒ This document has been reproduced as
received from the person or organization
originating it.

☐ Minor changes have been made to improve
reproduction quality.

* Points of view or opinions stated in this docu-
ment do not necessarily represent official NIE
position or policy.

**Developed by: Susan Hahn, Special Education Teacher, Manchester Public
Schools, Manchester, CT 06040**

**Project Director: Brenda D. Briggs, Project Director, Manchester Community
College, Manchester, CT 06040**

**Special Educational Consultant: William Levy, Assistant Professor of Psycho-
logy, Manchester Community College, Manchester,
CT 06040**

**This work was developed under Grant #G007801058 from the Bureau of Education
for the Handicapped, United States Office of Education, Department of Health,
Education and Welfare. However, the content does not necessarily reflect the
position or policy of that agency, and no official endorsement of these
materials should be inferred.**

EC141121

**IN-SERVICE WORKSHOP FOR ELEMENTARY TEACHERS
IN THE REGULAR CLASSROOM**

INSTRUCTOR'S MANUAL

LISTENING AND AUDITORY PERCEPTION:

THE RECEPTIVE SKILLS

Compiled By: Susan Hahn
Revised: October, 1979

TABLE OF CONTENTS

PAGE

I.	PRE-TEST - 10 MINUTES	1
II.	INTRODUCTION (SCRIPT) - 20 MINUTES	2
	A. Partner Exchange	2
	B. Participant's Booklet	3
	C. Number Magic	3
III.	LISTENING - 10 MINUTES	3
	A. Definition of Listening	3
	B. Categories of Listening	3
	C. Stages of Listening	3
	D. Short Term Memory	4
	E. Factors of Listening	4
	F. Motivating Listeners	5
	G. Listening Skills/Auditory Skills	5
	H. Language Disorders	5
IV.	AUDITORY PERCEPTION - 10 MINUTES	6
	A. Definition of Auditory Perception	6
	B. Basic Information	6
	C. Auditory Deficits	6
	D. Auditory Problems	8
V.	HEARING PROBLEMS - 10 MINUTES	8
	A. Definition of Hearing Problems	8
	B. Facts of Hearing	8
	C. Suggestions for Hearing Problems	9
VI.	SMALL GROUP WORK - 20 MINUTES	10
	A. Listening Activity	10
	B. Presentation of Listening Activity	10
VII.	TESTING - 20 MINUTES	10
	A. Discussion of Tests	10
	B. Group Test	11
VIII.	INDIVIDUAL PROJECTS - 30 MINUTES	11
	A. Auditory Listening Activity	11
	B. Share Auditory Listening Projects	11
IX.	WRAP-UP	11
	A. Discussion	11
	B. Post-Test	11
	C. Evaluation	11
X.	IDEAS FOR LISTENING IN THE CLASSROOM	11

I. PRE-TEST

Auditory Perception and Listening Test

True or False

- T 1. Listening is a maturational skill.
- F 2. To develop auditory perception skills you must have developed good listening skills.
- T 3. There are several different types (degrees) of listening.
- F 4. Listening is hearing.
- F 5. It is possible to accurately test listening and auditory perception even though they are receptive skills.
- F 6. Students become progressively more adept as listeners as they progress thru the grades.
- F 7. Children who have a hearing problem will speak loudly.
- T 8. Selective hearing appears to be learned, in that a child can be unaware of sounds that have no value for him.
- T 9. Listening is the foundation of all language (communication).
- T 10. Teaching listening skills in the elementary grades will improve reading.

II. INTRODUCTION (SCRIPT)

The purpose of this workshop is to familiarize teachers with some of the techniques that you can use in your classroom to improve and more fully develop listening and auditory perception skills in your students. At the same time you can be storing this information for the time when it can assist you with mainstreamed students. Often a student that is put into your class from a specialized situation will need some modification in his/her program. The modification could be in the presentation of the material, the performance of the student, the time factor or the content itself. Concerning ourselves with tonight's topic we would be involved with modifications in presentation and performance. For example, if a student has a fine motor problem but good auditory skills he could perhaps tape his answers to a test (or whatever) rather than trying to write it and fail. In the reverse, with this workshop you'll become aware of the many parts of listening and how easy it is for a student to have some weakness with auditory perception or listening skills. In this case activities can be devised to build up that weakness.

Listening is a very important skill; one of our four basic communication skills (reading, writing and speaking are the others). Yet listening may not be a part of the curriculum although approximately 50% of the students time in school is spent listening! Almost 45% of our adult time is spent listening, too. In school much of our instruction is presented auditorally, yet if the students have received no training in this area they may be missing out on quite a lot. Of course, listening is a skill that is learned through imitation and maturation but this does not mean we shouldn't help our students develop this skill more fully (though it is difficult to measure progress because it is a receptive skill).

In this workshop most of the learning that will take place will be through the auditory mode - to emphasize how important this skill is and how frequently it is used in the educational system. Perhaps as you participate you can keep these questions in the back of your mind. Are you teaching listening as a separate skill? What communication skill do you emphasize most? Are you presenting to your students a good listening model? Think about these throughout the workshop. (Explanation of activities: 1) test their listening skills; 2) experience what school child experience daily.)

A. Partner Exchange

This is a listening activity that will allow different people in the class a chance to meet one another. Give directions only once!

Each person will pair themselves with someone they don't know. They will find out four things about their partner and remember them (no writing).

1. Name
2. One thing from their past
3. One thing from their present
4. One thing from their future

B. Participant Booklet

1. Distribute Participant Booklets
2. Give participant a few minutes to look them over

C. Number Magic

Fun activity for students - do with group

1. Pick a number from 1-5 (do not write it down - just follow directions in your head)
 - Add 3 to your number
 - Subtract 1 from that
 - Add 6
 - Subtract the number you started with
 - Add 1
 - Answer (9)*

III. LISTENING

A. Definition of Listening: Process of attending to, recognition and interpretation of aural language.

B. Categories of Listening

1. Appreciative - sociable or casual listening, pleasurable—like someone chatting.
2. Critical - more intense listening for following directions or getting facts, etc.
3. Discriminative - more creative listening, like differentiating between fact and opinion, relevant and irrelevant material, etc.

C. Stages of Listening (Eleanor Seneb)

1. Stage 1: (relates to appreciative listening)

a. Responding to Stimuli

- Awareness; focus and figure/ground. Was there sound? Where was it? Which sound was it?
- A child with a problem in Stage 1 - listening would be one that does not "tune in."
- (Awareness - our cognizance that a sound has started, stopped or changed.)
- (Focus - localization of sound source.)
- (Figure/ground - enables us to select and filter out important sounds from a background of others, i.e., student can't follow directions in a noisy classroom.)

2. Stage 2: (relates to critical listening)

a. Organizing the Stimuli

- Sequencing and synthesizing along with auditory scanning. What was the sequence of sounds? Have I heard that sound before? What was the length of time between the sounds? Where have I heard it before? A student with a problem in Stage 2 listening can't organize what he hears, i.e., can't provide rhyming words. Can't carry out full set of instructions, only last few. Can't learn a series, i.e., months of year.

-(Sequence and Synthesizing - ability to process, order, and space sounds, repeat series in correct order, repeat rhythmic pattern, synthesize, separate or isolated sounds into whole words related to reading and decoding.)

-(Auditory Scanning - process of looking through files of auditory experiences and finding stored material that is related to present situation - also like half-listening; then perk up our ears, our scanning device told us what we were listening for is happening.)

3. Stage 3: (relates to discriminative listening)

a. Understanding the Meaning

-Classification, integration, and monitoring. What do the sounds and words mean? A student with a problem in Stage 3 listening responds but doesn't really understand the meaning of what he has heard.

-(Final outcome of listening is understanding what we have heard - consider context, multi meanings, monitor accuracy of listening.)

4. Responding to Stimuli

Organization of Stimuli

Understanding the Meaning

Awareness
Focus
Figure-ground

Sequencing and
Synthesizing
Scanning

Classification
Integration
Monitoring

D. Short Term Memory

1. It has been shown that instruction in listening skills not only improves the students' listening ability, but also this can improve his reading skills if this instruction takes place early (elementary level).

E. Factors of Listening

1. Listening can be affected either positively or negatively by four basic factors. (Oregon Teaching Center)

a. Physical Environment

1. Are there visual distractions? Auditory distractions?
2. What is seating arrangement? Is it conducive to good listening? (Listeners need to see their speaker.)
3. Distance between you and students? Should be relatively close.

b. Message Itself

(Speaker - fluent? Expressions, gestures? Gets attention better.)

1. Interest level: Gear vocabulary to group, need high interest rate or mind wanders.

NOTE: We can process words 4-10x faster than a person can speak - so if interest is low, mind wanders with that extra time. (Speak 125-175 words/minute, process 300-up words/minute.)

2. This deals with complexity: too high, lose students, too low lose them too.

3. Amount of information

1. 10-15 minutes for primary is maxium amount for lesson.
2. 15-20 minutes for intermediate.

4. Rate - not too slow (bored, and won't attend) not too fast (overload - can't pick up enough)--selective listening.

c. Characteristics of the Listener

1. Younger child has less training, lacks maturational skills.
2. 2nd-5th grade benefit most from instructions in listening, but often listening becomes poorer as they progress thru the grades (if no training).
3. Students physical condition? Tired, etc. won't listen well.
4. Students with lower self esteem are poorer listeners.
5. Students upset (psychological state) can't listen well.

d. Social Considerations

1. Imitate listening habits of family.
2. Lack of language experience--poor listening.
3. Atmosphere of classroom: should be supportive.

F. Motivating Listener

1. Show enthusiasm.
2. Objectives for lesson should be specific.
3. Provide supportive clues.
4. Immediate positive feedback.
5. Show listening chart of Participant Booklet (p. 4&5)

G. Listening Skills/Auditory Skills

1. In looking at a category of listening skills, (Wilt, 1964), we see they do overlap with auditory skills:
 - a. Auditory perception of non-language sounds.
 - b. Auditory perception and discrimination of isolated sounds.
 - c. Understanding words, concepts, building listening vocabulary.
 - d. Understanding sentences and other elements of language.
 - e. Auditory memory.
 - f. Auditing (comprehension-listening)
 1. Following directions.
 2. Understanding sequence of events through listening.
 3. Recalling details.
 4. Getting main details.
 5. Making inferences and drawing conclusions.
 6. Critical listening.

H. Language Disorders

1. Failure to speak or understand the language code of communication at a normal age.
2. Student lacks comprehension in the classroom, lack of verbal and receptive language ability, i.e., child who has difficulty formulating questions or who speaks in 2-3 word phrases.
3. Causes of language disorders (of those students who would be in a regular classroom)
 - a. Hearing impairment.
 - b. Minimal brain damage.
 - c. Environment--poor models.
 - d. others: MR, deafness, emotionally disturbed, (autism).

4. **Results--** Affects child's ability to perceive, store, and retrieve sequential stimuli, which impairs his language acquisition. These children with language disorders tend to be excessively emotional children because they have no adequate and commonly accepted means of adjusting so they become frustrated, and may have temper tantrums. If a child in your class seems to have a language problem, they will need a professional evaluation and should be referred to the speech and language clinician. For such a student who is in your classroom, the teacher should:
 - a. Make the student feel accepted as a non-talker. (He can use compensatory skills.)
 - b. Make student feel respected for what abilities he does have, but have faith in him to cope with his problems in a way suitable to his age and maturational level.
 - c. Student needs to feel secure, teacher may need to infer with the non-verbal child when there is a problem.
 - d. Needs to feel he belongs, have him share in non-verbal classroom activities. (Passing papers--choral reading, etc.)
5. Look at checklist of listening in Participant Booklet (p. 6&7).

IV. AUDITORY PERCEPTION

- A. **Definition of Auditory Perception:** Process of becoming aware of something aurally. Auditory perception is a basic skill that must be and is a part of listening, it is perceiving auditory and without it listening would be poor.
- B. **Basic Information**
 1. Auditory perception plays a key role in the cognitive acquisition and processing of incoming information, these skills are basic to verbal communication.
 2. Skills depend to an extent on early exposure and teaching, these skills can be taught in the classroom and are crucially important for learning to read, spell, speak, and use language appropriate. If these skills were practiced in schools, could prevent some disabilities from developing and it would make it possible to detect problems early so that they could be remediated quickly.
- C. **Auditory Deficits**
 1. **Stage 1:**
 - a. **Auditory Attention** - Students who are auditorally hyperactive are easily distracted by unexpected interference, they can't tune in to select auditory stimuli and they are unaware of sounds that have no value to them.
 - Messages can have trouble getting through to processing and storage, (if sound cue has lost its effect), unless novel and unusual variations of sounds are introduced.
 - Does the child seem alert and aware at most times of the day?
 - b. **Auditory Localization** - Does the child turn his head in the right direction when called? Does he readily locate the source of speech and environmental sounds?

c. Auditory Figure-Ground - (ability to distinguish relevant messages from competing background noises.)

-Child can't pick out a message, (specific stimuli), against a background of competing sounds. They need to be trained to "tune out" background noises.

2. Stage 2:

a. Auditory Discrimination - Can student recognize specific sounds in minimally paired words (bat-bet)?

-Different sounds

-Where they are different (beginning, middle, end)

-How they are different (v, c, blend)

b. Auditory Sequencing - Ability to analyze a series of sounds and words and synthesize into the correct order.

-Can student remember series of directions in the order they were given? Can student repeat a series of speech sounds in order

without making any substitutions, omissions or transformations?

-The problem is that the student only develops a fine membrane trace (neurogram) of the sounds--this causes inaccurate memory, the sound changes before the student perceives it.

c. Auditory Synthesis and Analysis - Ability to form a word from individual sounds (synth/blending).

-Analysis--process of extracting sound from the word "sound it out".

-Can child tell how many syllables?

d. Auditory Closure - Ability to anticipate and supply missing

sounds, word parts and words through contextual clues, i.e., when speakers words are interrupted, blocked or distorted by noise intrusions.

-Skill--resistance to distortion

-Can student use contextual clues to resist distortion by providing missing sounds in words filtered out by outside interference?

e. Auditory Memory - Ability to store and recall what is said (high correlation with reading success).

3. Stage 3:

a. Auditory Segmentation - Ability to understand relationship between word components and entire word, also to understand multi-meaning of words and ability to use critical listening. (Find implications, make inferences.)

-Can child use pronouns, adverbs, etc. correctly?

b. Auditory Syntax - Ability to understand temporal, spatial, and familial type relationships between words.

-Can student grasp verbal analogies and respond appropriately?

c. Auditory Classification (Association)

-Can student classify selected vocabulary items into appropriate semantic categories?

d. Auditory Integration - Link between auditory skills and other modalities (visual, motor, tactile) to translate heard instructions into written ones.

-Can child take dictation?

-If problem, present material through strongest modality--give extra time to integrate this additional step.

e. Auditory Feedback - Ability to detect errors and inconsistencies in a message.

-Ability to judge if words make sense.

-Can child detect errors in intended messages?

f. Auditory Decoding - Process that allows a child to gather information from the environment and understand what he hears.

4. Look at checklist of Auditory Deficits of Participants Booklet (p. 8)

D. Auditory Problems

1. Use language effectively.

2. Don't present too many tasks at once.

3. Elicit child's interest—explain purpose and value of listening activity.

4. Learn to wait for delayed responses and slow assimilation of information that initially characterizes some students with auditory perception problems.

5. Learn to aim listening activities at child's level of perception.

6. Phrase questions carefully.

7. Use key words and phrases "such as what, where, etc."

8. Train child to watch peoples' faces when they talk—visual cues help interpret auditory information.

9. Use gestures with language.

10. Articulate clearly.

11. Don't cover your mouth when talking.

12. Ask child to repeat what you said if he's having difficulty understanding what he hears. With auditory processing problems there is overlapping network of skills and effective listening can be interrupted at any point. If the problem is with the Brain Stem, there is an auditory short circuit. One part of the brain receives the message before the other—the message is lost, or twisted in transmission to the brain or in the brain. However, the problem could be an Audition Defect, a hearing problem—sounds are received and transmitted inadequately or distorted.

13. Sample activities for listening and auditory perception skills page 9 and 10.

V. HEARING PROBLEMS

A. Definition of Hearing Problems: Hard of Hearing - Those whom sense of hearing, although defective, is functional with or without a hearing aid.

B. Facts of Hearing

5-10% of students in the elementary schools suffer from a hearing impairment. The most common type of hearing problem that is encountered in schools is:

1. Conductive Loss - Which is caused by a blockage (wax, infection, etc.) or malfunction in the conductive mechanism of the ear (outer or middle ear).

- Much of this loss is transitory caused by a middle ear infection which can be treated with medicine.
- Or malfunction of Eustachian tube which can sometimes be corrected surgically.
- Most common type of hearing problem that is encountered is in schools, although much goes undetected.
- People think that people with a hearing problem speak loudly but that is not true, especially for the student who has a conductive loss.
- Characteristically such people speak softly because they hear their voice louder than the speech of others.
- Their own voices reach the inner ear with normal intensity by bone conduction but does not hear speech of others well and we monitor our voice in terms of loudness level by surrounding speech.

2. Sensorineural Loss - The vibrations are transmitted correctly but something goes wrong in the inner ear or auditory nerve.

- Child is frequently misunderstood because of his inconsistent responses to sound. Usually accused of "not paying attention"! (For example: Will respond to his name but may not understand when asked to do something, particularly if it's an unfamiliar task.)
- Because child hears a jumble of speech sounds, he needs to see what he has to do.
- This child may have speech problems (substitution, distortions, emissions).
- Voice will be loud and monotone, muffled quality.
- Needs visual, kinesthetic and tactile aids to compensate.

Causes

- (for school age student) ototoxic drugs; from aspirin up;
- Noise induced;
- Infectious disease; mumps, scarlet fever, meningitis.

3. Mixed Loss - Neither conductive mechanism nor sensorineural systems function normally.

4. Look at checklist on Hearing Problems of Participants Booklet (p. 11).

C. Suggestions for Hearing Problems

1. Seating is important.
2. Write on board without speaking--then turn and speak to class.
3. Allow light to fall on your face while talking, (but don't be in intense glare).
4. Can not write and listen--student can't take notes well.
5. In spelling use dictated words in a sentence. 13 words that look like "bean".
6. Rephrase a question or message.
7. Gets fatigued sooner than other children as he is constantly straining to perceive with eyes not only what is written but also what is said.
8. Involve the student in using speech.
9. Make others understand his problem, (i.e., play record softly or cover ears and listen to assignment).
10. Encourage him to watch speakers face.

11. Stress clear enunciation for yourself and class.
12. Encourage participation in extra-curricular activities.
13. Give him classroom duties.

VI. SMALL GROUP WORK

A. Listening Activity

1. Class breaks up into groups of 5 persons.
2. Each group divides a listening activity, using ideas from Participants Booklet or own ideas.

B. Presentation of Listening Activity

1. Each group presents its activity to another group.
2. Groups do each other's activity.

VII. TESTING

(Refer to participants booklet pg. 12)

A. Discussion of Tests

1. Reading Tests
 - a. Briefly show Spache test
 - b. Show Durrell test
2. General Test
 - a. Show Wepman/Mann-Suiter
3. L.D. Tests
 - a. Show Slingerland
 - a. subtests 6, 7, and 8
 - b. Show Detroit
 - a. subtests 6, 7, 13, 18
 - c. Show Taas
 - a. hand out copies
4. Speech and Language Tests*
 - a. Roswell-Chall (simple blending test)
 - b. ITPA
 - c. TOLD
 - d. TAGL
 - e. **LAC
 - f. DLM
 - g. Elephant, Fistoe Woodcock

-individual test--any level, 10 minutes

-has program ADD (Auditory Discrimination in Depth) to go with testing

*These tests are administered by Speech and Language persons.

**L.A.C. (Lindamood Auditory Conceptualization test) can be given by anyone.

B. Group Test

a. Detroit, Subtest #18

Administer test to group as an example of listening for instruction.

VIII. INDIVIDUAL PROJECTS

A. Auditory Listening Activity

Working as individuals, or partners, each person must make one activity to use in the classroom or home. This could be a ditto, game, script for tape transparency, listening center, etc.

B. Share Auditory Listening Projects

IX. WRAP-UP

A. Discussion, share projects

B. Post-test (p. 14 and 15)

C. Evaluation (p. 16 and 17)

X. IDEAS FOR LISTENING IN THE CLASSROOM

A. Refer to pages 20-34 of Participants' Booklet.

POST-TEST

Auditory Perception and Listening Test

1. Multiple Choice

- C 1. A student spends _____ of his time in the classroom listening.
- a. 15%
 - b. 30%
 - c. 50%
 - d. 75%
- D 2. The process of manipulating auditory concepts to form new ideas is _____.
- a. auditory memory
 - b. auditory decoding
 - c. auditory perception
 - d. auditory association
- B 3. The process that allows a child to gather information from the environment and understand what he hears is _____.
- a. auditory perception
 - b. auditory decoding
 - c. auditory association
 - d. auditory encoding
- A 4. The process of differentiating one sound from another is _____.
- a. auditory discrimination
 - b. auditory decoding
 - c. auditory memory
 - d. auditory perception
- B 5. Which skill has been found to be an important factor in learning to read?
- a. auditory association
 - b. auditory memory
 - c. auditory discrimination
 - d. auditory decoding
- A 6. What percent of children in elementary schools suffer from a hearing impairment?
- a. 5-10%
 - b. 0-5%
 - c. 10-15%
 - d. over 15%

7. A conductive hearing loss is the type most frequently encountered in schools today. Much of it is transitory, caused by a blockage or malfunction in the outer or middle ear.

C 8. Which of the following is not a symptom of a hearing loss as described in question #7?

- a. inattentiveness
- b. constant visual scanning of speaker's face
- c. speaking in a loud voice
- d. frequent earaches

B 9. Which of the processes below is involved in the first stage of listening.

- a. scanning
- b. awareness
- c. integrating
- d. classification

D 10. The ability to distinguish relevant messages from competing background noises is

- a. auditory discrimination
- b. auditory localization
- c. auditory closure
- d. auditory figure ground

Listening and Auditory Perception Evaluation

1. In one or two sentences objectively describe what you thought (believed) about auditory skills prior to this workshop?
2. In one or two sentences write how you now feel about auditory skills in the regular classroom.
3. Do you feel you have benefited by this workshop?
4. If "yes" to number 3 tell how you have benefited. If "no" to number 3 tell why not.
5. Do you feel any more prepared to deal with handicapped in your classroom in this area of listening skills?

Listening and Auditory Perception Evaluation - continued

6. Write what you feel were the strengths and weaknesses of this workshop. Add any suggestions to improve it and/or additional comments.

7. Briefly give your personal reaction to the workshop.